

**Proposed Substitute
Bill No. 1098**

LCO No. 5809

**AN ACT CONCERNING TEACHER CERTIFICATION REQUIREMENTS
FOR SHORTAGE AREAS, INTERSTATE AGREEMENTS FOR
TEACHER CERTIFICATION RECIPROCITY, MINORITY TEACHER
RECRUITMENT AND RETENTION AND CULTURAL COMPETENCY
INSTRUCTION.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Subsection (c) of section 10-145b of the general statutes is
2 repealed and the following is substituted in lieu thereof (*Effective July*
3 *1, 2015*):

4 (c) (1) The State Board of Education, upon request of a local or
5 regional board of education, shall issue a temporary ninety-day
6 certificate to any applicant in the certification endorsement areas of
7 elementary education, middle grades education, secondary academic
8 subjects, special subjects or fields, special education, early childhood
9 education and administration and supervision or in the certification
10 endorsement areas corresponding to teacher shortage areas, as
11 determined by the Commissioner of Education pursuant to section 10-
12 8b, when the following conditions are met:

13 (A) The employing agent of a board of education makes a written
14 request for the issuance of such certificate and attests to the existence
15 of a special plan for supervision of temporary ninety-day certificate

16 holders;

17 (B) The applicant meets the following requirements, except as
18 otherwise provided in subparagraph (C) of this subdivision:

19 (i) Holds a bachelor's degree from an institution of higher education
20 accredited by the Board of Regents for Higher Education or Office of
21 Higher Education or regionally accredited with a major either in or
22 closely related to the certification endorsement area in which the
23 requesting board of education is placing the applicant or, in the case of
24 secondary or special subject or field endorsement area, possesses at
25 least the minimum total number of semester hours of credit required
26 for the content area, except as provided in section 10-145l;

27 (ii) Has met the requirements pursuant to subsection (b) of section
28 10-145f;

29 (iii) Presents a written application on such forms as the
30 Commissioner of Education shall prescribe;

31 (iv) Has successfully completed an alternate route to certification
32 program provided by the Board of Regents for Higher Education or
33 the Office of Higher Education or public or independent institutions of
34 higher education, regional educational service centers or private
35 teacher or administrator training organizations and approved by the
36 State Board of Education;

37 (v) Possesses an undergraduate college overall grade point average
38 of at least "B" or, if the applicant has completed at least twenty-four
39 hours of graduate credit, possesses a graduate grade point average of
40 at least "B"; and

41 (vi) Presents supporting evidence of appropriate experience
42 working with children; and

43 (C) The Commissioner of Education may waive the requirements of
44 subparagraphs (B)(v) or (B)(vi), or both, of this subdivision upon a
45 showing of good cause.

46 (2) A person serving under a temporary ninety-day certificate shall
47 participate in a beginning support and assessment program pursuant
48 to section 10-220a, as amended by this act, which is specifically
49 designed by the state Department of Education for holders of
50 temporary ninety-day certificates.

51 (3) Notwithstanding the provisions of subsection (a) of this section
52 to the contrary, on and after July 1, 1989, the State Board of Education,
53 upon receipt of a proper application, shall issue an initial educator
54 certificate, which shall be valid for three years, to any person who has
55 taught successfully while holding a temporary ninety-day certificate
56 and meets the requirements [pursuant to] established in regulations
57 adopted pursuant to section 10-145d, as amended by this act.

58 Sec. 2. Section 10-146c of the general statutes is repealed and the
59 following is substituted in lieu thereof (*Effective July 1, 2015*):

60 The Commissioner of Education, or the commissioner's designee, as
61 agent for the state [may] shall establish or join interstate agreements to
62 facilitate the certification of qualified educators from other states,
63 territories or possessions of the United States, or the District of
64 Columbia or the Commonwealth of Puerto Rico, provided candidates
65 for certification, at a minimum, hold a bachelor's degree from a
66 regionally accredited college or university, [fulfill assessment
67 requirements as approved by the State Board of Education] have
68 taught under an appropriate certificate issued by another state,
69 territory or possession of the United States or the District of Columbia
70 or the Commonwealth of Puerto Rico and meet all conditions as
71 mandated by such interstate agreement. Notwithstanding the
72 provisions of sections 10-145b, as amended by this act, and 10-145f, the
73 State Board of Education shall issue an initial educator certificate,
74 provisional educator certificate or professional educator certificate to
75 any person who satisfies the requirements of this section and the
76 appropriate interstate agreement.

77 Sec. 3. Subdivision (3) of subsection (h) of section 10-145b of the

78 general statutes is repealed and the following is substituted in lieu
79 thereof (*Effective July 1, 2015*):

80 (3) [Upon] Except as otherwise provided in section 10-146c, as
81 amended by this act, upon receipt of a proper application, the State
82 Board of Education shall issue to a teacher from another state, territory
83 or possession of the United States or the District of Columbia or the
84 Commonwealth of Puerto Rico who (A) is nationally board certified by
85 an organization deemed appropriate by the Commissioner of
86 Education to issue such certifications, (B) has taught in another state,
87 territory or possession of the United States or the District of Columbia
88 or the Commonwealth of Puerto Rico for a minimum of [three] two
89 years in the preceding ten years, and (C) holds a master's degree in an
90 appropriate subject matter area, as determined by the State Board of
91 Education, related to such teacher's certification endorsement area, a
92 professional educator certificate with the appropriate endorsement,
93 subject to the provisions of subsection (i) of this section relating to
94 denial of applications for certification. Applicants who have taught
95 under an appropriate certificate issued by another state, territory or
96 possession of the United States or the District of Columbia or the
97 Commonwealth of Puerto Rico for [three] two or more years shall be
98 exempt from completing the beginning educator program based upon
99 such teaching experience upon a showing of effectiveness as a teacher,
100 as determined by the State Board of Education, which may include, but
101 need not be limited to, a demonstrated record of improving student
102 achievement. An applicant with [three] two or more years of teaching
103 experience in this state at a nonpublic school, approved by the State
104 Board of Education, in the past ten years shall be exempt from
105 completing the beginning educator program based upon such teaching
106 experience upon a showing of effectiveness as a teacher, as determined
107 by the State Board of Education, which may include, but need not be
108 limited to, a demonstrated record of improving student achievement.

109 Sec. 4. Subsection (a) of section 10-145d of the general statutes is
110 repealed and the following is substituted in lieu thereof (*Effective July*
111 *1, 2015*):

112 (a) The State Board of Education shall, pursuant to chapter 54, adopt
113 such regulations as may be necessary to carry out the provisions of
114 sections 10-144o, 10-145a, as amended by this act, to 10-145d, as
115 amended by this act, inclusive, 10-145f and 10-146b. Such regulations
116 shall provide for (1) the establishment of an appeal panel to review any
117 decision to deny the issuance of a certificate authorized under section
118 10-145b, as amended by this act; (2) the establishment of requirements
119 for subject area endorsements; (3) the extension of the time to complete
120 requirements for certificates under section 10-145b, as amended by this
121 act; (4) the establishment of requirements for administrator and
122 supervisor certificates; (5) the composition of, and the procedures to be
123 utilized by, the assessment teams in implementing the beginning
124 educator program; (6) procedures and criteria for issuing certificates to
125 persons whose certificates have lapsed or persons with non-public-
126 school or out-of-state teaching experience; (7) the criteria for defining a
127 major course of study; (8) a requirement that on and after July 1, 1993,
128 in order to be eligible to obtain an initial educator certificate with an
129 elementary endorsement, each person be required to (A) complete a
130 survey course in United States history comprised of not fewer than
131 three semester hours, or (B) achieve a satisfactory evaluation on the
132 appropriate State Board of Education approved subject area
133 assessment; and (9) a requirement that on and after July 1, 2004, in
134 order to be eligible to obtain an initial educator certificate with an early
135 childhood nursery through grade three or an elementary endorsement,
136 each person be required to complete a comprehensive reading
137 instruction course comprised of not less than six semester hours. Such
138 regulations may provide for exceptions to accommodate specific
139 certification endorsement areas.

140 Sec. 5. Subsection (f) of section 10-145d of the general statutes is
141 repealed and the following is substituted in lieu thereof (*Effective July*
142 *1, 2015*):

143 (f) An endorsement issued [prior to] on or after July 1, 2013, to teach
144 elementary education grades one to six, inclusive, shall be valid for
145 grades kindergarten to six, inclusive, [, and for such an endorsement

146 issued on or after July 1, 2013, the endorsement shall be valid for
147 grades one to six, inclusive, except such an endorsement issued
148 between July 1, 2013, and July 1, 2017, to any student who was
149 admitted to and successfully completes a teacher preparation program,
150 as defined in section 10-10a, in the certification endorsement area of
151 elementary education on or before June 30, 2017, shall be valid for
152 grades kindergarten to six, inclusive.] An endorsement to teach
153 comprehensive special education grades one to twelve, inclusive, shall
154 be valid for grades kindergarten to twelve, inclusive, provided, on and
155 after September 1, 2013, any (1) certified employee applying for a
156 comprehensive special education endorsement, or (2) applicant for an
157 initial, provisional or professional educator certificate and a
158 comprehensive special education endorsement shall achieve a
159 satisfactory score on the reading instruction examination approved by
160 the State Board of Education on April 1, 2009, or a comparable reading
161 instruction examination with minimum standards that are equivalent
162 to the examination approved by the State Board of Education on April
163 1, 2009.

164 Sec. 6. Section 10-155d of the general statutes is repealed and the
165 following is substituted in lieu thereof (*Effective July 1, 2015*):

166 (a) The Office of Higher Education shall encourage and support
167 experimentation and research in the preparation of teachers for public
168 elementary and secondary schools. To help fulfill the purposes of this
169 section, the Office of Higher Education shall appoint an advisory
170 council composed of qualified professionals which shall render
171 assistance and advice to the office. In carrying out its activities
172 pursuant to this section, the office shall consult with the State Board of
173 Education and such other agencies as it deems appropriate to assure
174 coordination of all activities of the state relating to the preparation of
175 teachers for public elementary and secondary schools.

176 (b) The Office of Higher Education, with the approval of the
177 Commissioner of Education, shall expand, within available
178 appropriations, participation in its summer alternate route to

179 certification program and its weekend and evening alternate route to
180 certification program. The office shall expand the weekend and
181 evening program for participants seeking certification in a subject
182 shortage area pursuant to section 10-8b. The office, in collaboration
183 with the Department of Education, shall develop (1) a regional
184 alternate route to certification program targeted to the subject shortage
185 areas, and (2) an alternate route to certification program for former
186 teachers whose certificates have expired and who are interested in
187 resuming their teaching careers.

188 (c) [The] Not later than July 1, 2016, the Office of Higher Education,
189 in consultation with the Department of Education, shall develop
190 alternate route to certification programs for (1) school administrators
191 and superintendents, and (2) early childhood education teachers. The
192 programs shall include mentored apprenticeships and criteria for
193 admission to the programs. The Office of Higher Education shall begin
194 implementation of the programs on or before July 1, 2017.

195 Sec. 7. (*Effective from passage*) The Department of Education shall
196 study and develop strategies to increase and improve the recruitment,
197 preparation, and retention of minority teachers, as defined in section
198 10-155/ of the general statutes, in public schools in the state. Such study
199 shall include, but need not be limited to, an examination of current
200 state-wide and school district demographics and a review of best
201 practices. Not later than January 1, 2016, the department shall submit a
202 report on its findings and recommendations to the joint standing
203 committee of the General Assembly having cognizance of matters
204 relating to education, in accordance with the provisions of section 11-
205 4a of the general statutes.

206 Sec. 8. (NEW) (*Effective July 1, 2015*) On and after July 1, 2015, the
207 Office of Higher Education shall annually submit a report on teacher
208 candidate demographics in teacher preparation programs leading to
209 professional certification offered at institutions of higher education in
210 the state to the State Board of Education and the joint standing
211 committee of the General Assembly having cognizance of matters

212 relating to education, in accordance with the provisions of section 11-
213 4a of the general statutes. Such report shall include, but not be limited
214 to, teacher candidate enrollment by subgroups, such as race, ethnicity
215 and gender, with respect to the recruitment, preparation and retention
216 of quality minority teachers, as defined in section 10-155l of the general
217 statutes.

218 Sec. 9. Section 10-265o of the general statutes is repealed and the
219 following is substituted in lieu thereof (*Effective July 1, 2015*):

220 For the fiscal year ending June 30, 2014, and each fiscal year
221 thereafter, the Department of Education shall establish the municipal
222 aid for new educators grant program. On or before March first of each
223 year, the program shall, within available appropriations, provide
224 grants of up to two hundred thousand dollars to the local or regional
225 board of education for an [educational reform] alliance district, as
226 defined in section 10-262u, as amended by this act, for the purpose of
227 extending offers of employment to [up to five] students who are
228 enrolled in a teacher preparation program offered by a public or
229 private institution of higher education, [in the state,] are graduating
230 seniors and are academically in the top ten per cent of their graduating
231 class.

232 Sec. 10. Subsection (d) of section 10-262u of the general statutes is
233 repealed and the following is substituted in lieu thereof (*Effective July*
234 *1, 2015*):

235 (d) The local or regional board of education for a town designated
236 as an alliance district may apply to the Commissioner of Education, at
237 such time and in such manner as the commissioner prescribes, to
238 receive any increase in funds received over the amount the town
239 received for the prior fiscal year pursuant to subsection (a) of section
240 10-262i. Applications pursuant to this subsection shall include
241 objectives and performance targets and a plan that may include, but
242 not be limited to, the following: (1) A tiered system of interventions for
243 the schools under the jurisdiction of such board based on the needs of

244 such schools, (2) ways to strengthen the foundational programs in
245 reading, through the intensive reading instruction program pursuant
246 to section 10-14u, to ensure reading mastery in kindergarten to grade
247 three, inclusive, with a focus on standards and instruction, proper use
248 of data, intervention strategies, current information for teachers,
249 parental engagement, and teacher professional development, (3)
250 additional learning time, including extended school day or school year
251 programming administered by school personnel or external partners,
252 (4) a talent strategy that includes, but is not limited to, teacher and
253 school leader recruitment and assignment, career ladder policies that
254 draw upon guidelines for a model teacher evaluation program
255 adopted by the State Board of Education, pursuant to section 10-151b,
256 and adopted by each local or regional board of education. Such talent
257 strategy may include provisions that demonstrate increased ability to
258 attract, retain, promote and bolster the performance of staff in
259 accordance with performance evaluation findings and, in the case of
260 new personnel, other indicators of effectiveness, (5) training for school
261 leaders and other staff on new teacher evaluation models, (6)
262 provisions for the cooperation and coordination with early childhood
263 education providers to ensure alignment with district expectations for
264 student entry into kindergarten, including funding for an existing local
265 Head Start program, (7) provisions for the cooperation and
266 coordination with other governmental and community programs to
267 ensure that students receive adequate support and wraparound
268 services, including community school models, (8) provisions for
269 implementing and furthering state-wide education standards adopted
270 by the State Board of Education and all activities and initiatives
271 associated with such standards, (9) strategies for attracting and
272 recruiting minority teachers and administrators, and [(9)] (10) any
273 additional categories or goals as determined by the commissioner.
274 Such plan shall demonstrate collaboration with key stakeholders, as
275 identified by the commissioner, with the goal of achieving efficiencies
276 and the alignment of intent and practice of current programs with
277 conditional programs identified in this subsection. The commissioner
278 may (A) require changes in any plan submitted by a local or regional

279 board of education before the commissioner approves an application
280 under this subsection, and (B) permit a local or regional board of
281 education, as part of such plan, to use a portion of any funds received
282 under this section for the purposes of paying tuition charged to such
283 board pursuant to subdivision (1) of subsection (k) of section 10-264l or
284 subsection (b) of section 10-264o.

285 Sec. 11. Subsection (i) of section 10-145a of the general statutes is
286 repealed and the following is substituted in lieu thereof (*Effective July*
287 *1, 2015*):

288 (i) On and after July 1, 2012, any candidate entering a program of
289 teacher preparation leading to professional certification shall be
290 required to complete training in competency areas contained in the
291 professional teaching standards established by the State Board of
292 Education, including, but not limited to, development and
293 characteristics of learners, evidence-based and standards-based
294 instruction, evidence-based classroom and behavior management,
295 assessment and professional behaviors and responsibilities and the
296 awareness and identification of the unique learning style of gifted and
297 talented children, [and] social and emotional development and
298 learning of children, and cultural competency. The training in social
299 and emotional development and learning of children shall include
300 instruction concerning a comprehensive, coordinated social and
301 emotional assessment and early intervention for children displaying
302 behaviors associated with social or emotional problems, the
303 availability of treatment services for such children and referring such
304 children for assessment, intervention or treatment services. The
305 training in cultural competency shall include instruction concerning
306 the awareness of students' background and experience that lead to the
307 development of skills, knowledge and behaviors that enable educators
308 and students to build positive relationships and work effectively in
309 cross-cultural situations.

310 Sec. 12. Subsection (a) of section 10-220a of the general statutes is
311 repealed and the following is substituted in lieu thereof (*Effective July*

312 1, 2015):

313 (a) Each local or regional board of education shall provide an in-
314 service training program for its teachers, administrators and pupil
315 personnel who hold the initial educator, provisional educator or
316 professional educator certificate. Such program shall provide such
317 teachers, administrators and pupil personnel with information on (1)
318 the nature and the relationship of drugs, as defined in subdivision (17)
319 of section 21a-240, and alcohol to health and personality development,
320 and procedures for discouraging their abuse, (2) health and mental
321 health risk reduction education which includes, but need not be
322 limited to, the prevention of risk-taking behavior by children and the
323 relationship of such behavior to substance abuse, pregnancy, sexually
324 transmitted diseases, including HIV-infection and AIDS, as defined in
325 section 19a-581, violence, teen dating violence, domestic violence, child
326 abuse and youth suicide, (3) the growth and development of
327 exceptional children, including handicapped and gifted and talented
328 children and children who may require special education, including,
329 but not limited to, children with attention-deficit hyperactivity
330 disorder or learning disabilities, and methods for identifying, planning
331 for and working effectively with special needs children in a regular
332 classroom, including, but not limited to, implementation of student
333 individualized education programs, (4) school violence prevention,
334 conflict resolution, the prevention of and response to youth suicide
335 and the identification and prevention of and response to bullying, as
336 defined in subsection (a) of section 10-222d, except that those boards of
337 education that implement any evidence-based model approach that is
338 approved by the Department of Education and is consistent with
339 subsection (d) of section 10-145a, sections 10-222d, 10-222g and 10-
340 222h, subsection (g) of section 10-233c and sections 1 and 3 of public
341 act 08-160, shall not be required to provide in-service training on the
342 identification and prevention of and response to bullying, (5)
343 cardiopulmonary resuscitation and other emergency life saving
344 procedures, (6) computer and other information technology as applied
345 to student learning and classroom instruction, communications and

346 data management, (7) the teaching of the language arts, reading and
 347 reading readiness for teachers in grades kindergarten to three,
 348 inclusive, (8) second language acquisition in districts required to
 349 provide a program of bilingual education pursuant to section 10-17f,
 350 (9) the requirements and obligations of a mandated reporter, [and] (10)
 351 the teacher evaluation and support program adopted pursuant to
 352 subsection (b) of section 10-151b, and (11) cultural competency,
 353 consistent with the training in cultural competency described in
 354 subsection (i) of section 10-145a, as amended by this act. Each local and
 355 regional board of education may allow any paraprofessional or
 356 noncertified employee to participate, on a voluntary basis, in any in-
 357 service training program provided pursuant to this section. The State
 358 Board of Education, within available appropriations and utilizing
 359 available materials, shall assist and encourage local and regional
 360 boards of education to include: (A) Holocaust and genocide education
 361 and awareness; (B) the historical events surrounding the Great Famine
 362 in Ireland; (C) African-American history; (D) Puerto Rican history; (E)
 363 Native American history; (F) personal financial management; (G)
 364 domestic violence and teen dating violence; (H) mental health first aid
 365 training; and (I) topics approved by the state board upon the request of
 366 local or regional boards of education as part of in-service training
 367 programs pursuant to this subsection.

This act shall take effect as follows and shall amend the following sections:

Section 1	<i>July 1, 2015</i>	10-145b(c)
Sec. 2	<i>July 1, 2015</i>	10-146c
Sec. 3	<i>July 1, 2015</i>	10-145b(h)(3)
Sec. 4	<i>July 1, 2015</i>	10-145d(a)
Sec. 5	<i>July 1, 2015</i>	10-145d(f)
Sec. 6	<i>July 1, 2015</i>	10-155d
Sec. 7	<i>from passage</i>	New section
Sec. 8	<i>July 1, 2015</i>	New section
Sec. 9	<i>July 1, 2015</i>	10-265o
Sec. 10	<i>July 1, 2015</i>	10-262u(d)
Sec. 11	<i>July 1, 2015</i>	10-145a(i)

Sec. 12	<i>July 1, 2015</i>	10-220a(a)
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